

1. Record Nr.	UNINA9910349333003321
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Titolo	John Dewey's Democratic Education and its Influence on Pedagogy in China 1917-1937 // by Lei Wang
Pubbl/distr/stampa	Wiesbaden : , : Springer Fachmedien Wiesbaden : , : Imprint : Springer VS, , 2019
ISBN	9783658275686 3658275685
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (XX, 329 p. 1 illus.)
Disciplina	370.116 370.9
Soggetti	International education Comparative education Education - Philosophy Critical thinking Culture International and Comparative Education Philosophy of Education Critical Thinking Global and International Culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Dewey's view of China and his proposals for social reconstruction and educational reform -- Dewey's lectures in China -- limitations, misunderstandings and translation errors -- Dewey's influence on pedagogical professions in China -- The concepts and practices of Hu Shi and Tao Xingzhi.
Sommario/riassunto	Lei Wang researches John Dewey's pedagogical influence on the historical context of China and compares his observations and his basic democratic approach with the concepts and practical implementation of his Chinese students. As a result, it turns out that the spread of pragmatic philosophy in China was accompanied by reductionism, misunderstandings, Confucian doctrine and nationalism and that

Dewey's reform proposals can open a democratic perspective on current challenges in Chinese society. On the occasion of the 100th anniversary of Dewey's research trip to China, the author emphasizes the contemporary significance of his work. The results of her study can clarify and correct errors that continue to have effect today. Contents Dewey's view of China and his proposals for social reconstruction and educational reform Dewey's lectures in China – limitations, misunderstandings and translation errors Dewey's influence on pedagogical professions in China The concepts and practices of Hu Shi and Tao Xingzhi Target Groups Lecturers and students of pedagogy, sociology and sinology, specialists in international Dewey research, historical and comparative educational research The Author Dr. phil. Lei Wang is a researcher at the Dewey-Center Cologne, and teaches Educational Science at the Human Sciences Faculty of the University of Cologne. She is a trainer and consultant in the topical fields of inclusion, intercultural conflict resolution and change management.

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